**M2P PLC Meeting #5**

**Chapter 5: Determining the Direction of the Discussion:**

**Selecting, Sequencing, and Connecting Students’ Response**

As you read, follow the directions in **Active Engagement 5.1 and 5.2.**

After reading the chapter, answer independently and then discuss the following questions.

1. Have you ever asked students in your classes to volunteer solutions to the task that they were assigned? What are the best and worst experiences that you have had when you used this strategy for selecting students to share? Did the sequencing of student responses impact either type of experience? If so, how?
2. Under what circumstances or conditions do you think it makes sense to publicly share incorrect approaches with students? How would you do this so that students were not left thinking that incorrect approaches were valid?
3. Does who presents a solution to a task really matter as long as the desired solutions are made public? Why or why not?
4. What insights into selecting, sequencing, and connecting did you gain from the text and/ or analysis of the Nick Bannister case? How can you apply those insights in your instructional practice and commit to this process with your next rich task?

**Before the next PLC meeting:**

Consider a lesson you will teach within the next two weeks. Either with your M2P PLC or at grade level meetings, do the following:

* Anticipate student responses to a higher-level demand task you are planning to use.
* Given the anticipated student responses, make a plan for selecting, sequencing, and connecting students’ responses.

Record your plan on your Teacher Instructional Action Plan and share with your colleagues.

Plan to report back to your PLC during your next meeting about how your plan impacted the direction of the discussion, as well as any lessons learned.

**M2P PLC Meeting #6**

**Chapter 6: Ensuring Active Thinking and Participation:**

**Asking Good Questions and Holding Students Accountable**

As you read, follow the directions in **Active Engagement 6.1**.

After reading the chapter, answer independently and then discuss the following questions.

1. To what extent, if at all, do you use the IRE pattern of questioning in your own classroom? If you have moved to another pattern of questioning in your classroom, describe the pattern to your colleagues, as well as any successes or challenges.
2. How can you, and your PLC, use the categories of question types identified by Boaler and Brodie to develop a wider variety of questions?
3. Return to part 4 of the Case of Nick Bannister featured in chapter 5. Notice examples of different question types in this segment of the lesson. What role did the different question types serve in supporting students’ learning from and engagement in the lesson?
4. To what extent, if at all, do you currently use the five talk moves in your instruction? Share successful experiences trying the five talk moves in your classroom instruction.

**Before the next PLC meeting:**

Commit to try one of the five talk moves in your instruction in a lesson you will teach in the next two weeks.

* What impact do you expect this talk move to have on increasing the quality of student to student talk in your classroom?
* What evidence will you be able to bring back to your PLC about the impact of the talk move on student discussion?

Record your plan on your Teacher Instructional Action Plan and share with your colleagues.

Plan to report back to your PLC during your next meeting about how your plan impacted the direction of the discussion, as well as any lessons learned.

**M2P PLC Meeting #7**

**Read *Never Say Anything a Kid Can Say***

by Steven C. Reinhart

**Individually read the article *Never Say Anything a Kid Can Say* and answer the following questions. Discuss with your PLC when you have all finished reading and record notes and classroom implications below.**

|  |  |
| --- | --- |
| **Question** | **Notes and Implications for Classroom Implementation** |
| What questions have you used that work?  What hasn’t worked? |  |
| How are you *teaching* students to reflect, analyze, and explain? |  |
| What are ways to create opportunities for students to persevere in your classroom? |  |
| How can *all* students engage in classwork and discussion? |  |

**Before the next PLC meeting:**

Commit to incorporate the ideas in this article into your instructional practice over the next two weeks:

* What impact do you expect this change to have on student to student talk?
* What evidence will you be able to bring back to your PLC about the impact of the change on student talk in your classroom?

Record your plan on your Teacher Instructional Action Plan and share with your colleagues.

Plan to report back to your PLC during your next meeting about how your plan impacted the direction of the discussion, as well as any lessons learned.

**M2P PLC Meeting #8**

**End of Year Survey and PLC Reflection**

We recommend that you schedule your last PLC meeting off campus and take a little time to celebrate your work as a team. For the last PLC meeting, each person will be given credit for one hour to complete the M2P End of Year Survey, sent to you by Phil Buly.

For the second hour, we would like you to consider the way your PLC worked together this year and record your strengths and areas to improve for next year. This will help us think about the most effective way to work as PLCs next year.

Recorder takes charge of recording strengths and areas of improvement for the PLC and sends a copy to Shannon.

Strengths:

Areas for improvement/ Next Steps: